



Special Educational Needs Policy

Reviewed Sept 2023

Philosophy/Principles

Our learners come from diverse backgrounds and have particular challenges, both as learners and teenagers. Our philosophy is founded on mutual respect, patience, care and praise in order to raise confidence and build self-esteem. We encourage re-engagement with education for those previously disaffected with school, promote enjoyment of the subject, raise aspirations and help to promote future economic well-being. All teaching takes place in a calm atmosphere, usually 1:1, where learners' emotional and academic needs are prioritised.

It is accepted that many of our learners have individual needs. All learners receive an individualised learning programme according to their needs. This is regularly reviewed by Case Managers, tutors, learners and parents/carers.

Some learners may require additional support according to their social, emotional, mental health and learning needs.

Aims:

- To provide a caring and stimulating learning environment in which all learners can develop intellectually, socially, emotionally, morally and spiritually.
- To meet the educational needs of the learners whatever age and of whatever ability by providing a meaningful curriculum within which all our learners can achieve their potential.
- To obtain information from referrers regarding additional needs, to ensure continuity of provision and outcomes.

Objectives:

- To deliver a broad and balanced course of study for each learner, taking into account previous education and experiences.
- To provide additional support according to need.
- To accredit achievements whenever possible.
- To identify additional needs by using the information provided by referrers.
- To encourage the learners to examine and assess their attitudes and values in life, including future training, education and employment to ensure they do not feel limited by their additional needs.
- To develop confidence and promote the individual's positive self-image.

Strategies and processes:

FCTS recognise that young people with Special Educational Needs:

- will require differentiated work and appropriate resources.
- will require a co-ordinated approach with an agreed identification and intervention process.
- will require all staff to take responsibility for screening and assessment procedures and to record the necessary information.
- will require an individualised programme to support identified needs, which would involve the provision of the appropriate curriculum materials.
- We recognise that individualised programmes must be monitored, evaluated and all information collated for the learner's effective reintegration into school when applicable.

Process for Identification and Intervention

Special Educational Needs will normally have been assessed at a learner's school and recorded on referral information.

Where learners do not have a school place, educational history is obtained as part of our induction process and every effort is made to contact previous schools. Special Educational Needs associated with learning difficulties should be identified through the base line assessments and as part of the induction process.

After discussion and analysis of the baseline assessment an appropriate curriculum will be devised according to individual need.

Equal Opportunities

Teaching and learning opportunities will be driven by the principles of the Company's Equality and Diversity Policy.

Equality underpins all our policies. All learners will have access to the curriculum regardless of race, ethnic origin, gender, disability, religious and political belief, sexual orientation, class or age.

Resources are audited to ensure they are free of bias. We will promote achievement and inclusion for all with positive images of diversity.

English as an Additional Language

Learners are assessed in a similar way taking into account their level of English language skills.

Roles and Responsibilities

SEN Co-ordinator: Caron Cox

All staff have responsibility to respond appropriately to an individual's educational needs and to seek additional support if necessary.

*The policy will be updated in line with the SEND Green Paper as the process progresses.

Appendix

English as an Additional Language (EAL)

Recently there have been students educated at BC who have English as an additional language. Some of them are asylum seekers and therefore the paper below is of significance.

Asylum seeking students

(Information copied from the DFES website.)

While most asylum-seeking children arrive in the UK with one or both parents, some do not. They may arrive with friends or relatives who are not their usual carers, or they may arrive as unaccompanied asylum seeking children. The United Nations High Commissioner for Refugees (UNHCR) defines an unaccompanied asylum-seeking child as being under 18 years old and not cared for by that child's usual carers. Unaccompanied asylum seeking children's care is the responsibility of the relevant social services department of the local authority and such children are cared for under the provisions of the Children Act 1989. Good liaison between schools and social services is essential for such children. Further information about making strong links between schools and social services is given in the Department for Children, Schools and Families (DfCSF) and Department of Health's Guidance on the Education of Children Being Looked After by Local Authorities.

Asylum seeking and refugee children's background

Young asylum seekers and refugees are a very diverse group. Children from one particular country may come from different ethnic and linguistic backgrounds. Families may have different political beliefs and religious observances.

Asylum seeking and refugee children may have a wide range of educational and social needs, significant proportions of them:

- have had an interrupted education in their countries of origin
- have had horrific experiences in their home countries and flight to the UK, and for a small number this may affect their ability to learn and rebuild their lives
- have suffered a drop in their standard of living and other major changes in their lives
- may not be cared for by their parents or usual carers
- have parents who are emotionally absent
- are living with families who do not know their educational and social rights
- speak little or no English on arrival in the UK
- suffer racist bullying or isolation in school.

Further information

National Asylum Support Service (NASS) (2001) Policy Bulletin 63 The Education of Asylum seeking children